

# Inspection of Happy Hedgehogs

101 Top Street, Appleby Magna, Swadlincote, Leicestershire DE12 7AH

---

Inspection date:

31 May 2022

---

## Overall effectiveness

---

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicableNot applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Children enjoy their time at nursery. They confidently leave parents at the door and quickly settle with their chosen activity. Children demonstrate secure attachments. For example, babies freely go to staff for cuddles. Toddlers concentrate as they line up trains on a track. They smile as they receive a high five from staff when they are praised for their achievement. Children are learning to do things for themselves. They serve themselves food at mealtimes and put dirty tissues in the bin. Pre-school children demonstrate good language skills. They confidently communicate with other children and staff, asking questions during their play. However, babies' and young toddlers' language and communication are not always effectively supported by staff.

Children have access to a range of resources and activities that provide incidental learning. They enjoy outdoor play, where most children are keen to take an active part. For example, older and more-confident children carefully ride their tricycles through the muddy puddles. They share ideas with each other on how to get their tricycles out of the mud when they get stuck. However, not all children are helped to learn as much as they can or encouraged to interact with activities to support their learning. For instance, older babies enjoy stamping in puddles but are removed by staff as they are getting muddy. They are then left to wander aimlessly between the resources provided.

### What does the early years setting do well and what does it need to do better?

- The manager has an overview of the curriculum and knows what she wants children to achieve. However, not all staff are clear on the learning intention for activities. As a result, the quality of teaching is variable, and children's experiences are not consistent throughout the setting.
- Staff do not always interact effectively enough with babies and toddlers to support them to develop early communication skills. For example, during lunchtime, staff do not respond to babies' babbling or comment on what babies are doing. Additionally, quieter and less-confident toddlers stand and watch a mixing activity. Some bring leaves to put in the pan. Staff do not comment on what the children have found or engage them in the activity. As a result, children have less opportunity to develop their communication skills.
- Staff support children's independence skills well. For example, children are encouraged to dress themselves, find their own slippers and put their leftover food in the bin. To this end, children are keen to do things for themselves and are developing the skills they need for their next stage in learning.
- Children are supported to behave well. They are encouraged by staff to use manners and follow instructions during daily routines. Children happily allow others into their play without being asked.

- Staff provide many opportunities for children to develop their small-muscle skills. For example, toddlers and pre-school children concentrate as they use glue spreaders to stick colourful paper onto their jubilee flags. This helps children to develop the muscles they need for early writing.
- Staff support children's love of books. Children confidently ask staff to read a story to them about a pig. They are keen to suggest ideas and point out what is happening in the pictures. Staff challenge children to copy what the pig is doing. Children eagerly gather bricks to build a tower like the one they have seen in the book.
- Staff support children to be healthy. They provide children with fresh drinking water and healthy meals. Children are reminded to wash their hands, which helps them to develop good hygiene practices. Staff talk with children about healthy foods during children's play. For example, children tell staff that dinosaurs have strong bones and teeth because they eat vegetables.
- Staff are, generally, respectful towards children and speak to them in an appropriate manner. However, on occasion, some staff are abrupt and use raised voices to stop children doing something.
- The manager and staff show genuine affection for the children in their care. Parents state that their children are developing their independence skills and growing in confidence. They feel their children are happy and safe.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the possible signs that a child may be at risk of harm, and they know what procedures to follow if they have concerns. They know what to do if they are concerned about the conduct of a colleague. The manager ensures safer recruitment checks are conducted to ensure the ongoing suitability of staff working with children. The setting is secure and routinely checked to ensure the safety of children. Children are learning how to be safe. For example, staff explain to children how to carry scissors correctly so they do not hurt themselves.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
--	-----------------

provide targeted training and professional development opportunities for staff whose teaching is not of a good enough level so that they understand the purpose of activities and can embed this into practice to ensure children's learning needs are consistently met	15/07/2022
ensure staff have a clear understanding of how to develop and extend younger children's early communication and language skills.	15/07/2022

**To further improve the quality of the early years provision, the provider should:**

- support staff to understand how to manage children's behaviour in an appropriate way at all times.

## Setting details

<b>Unique reference number</b>	2576003
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10240075
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	88
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Happy Hedgehogs Ltd
<b>Registered person unique reference number</b>	2576002
<b>Telephone number</b>	07815825151
<b>Date of previous inspection</b>	Not applicableNot applicable

## Information about this early years setting

Happy Hedgehogs is based in Swadlincote, Leicestershire. It registered in 2020. It operates Monday to Friday from 7.30am until 6pm all year round. The nursery employs eight members of childcare staff. Of these, six hold an appropriate early years qualification at level 3 and one holds an appropriate early years qualification at level 6. The nursery provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Hyatt

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a creative activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022